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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.1.1.Sort, classify and order objects and numbers in more than one way and by one and two attributes and describe the rule used. Use attributes such as size, shape, color, texture, orientation, position and use; and characteristics such as symmetry and congruence.(includes Quick Images)  **CC.2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)  1.3.7. Demonstrate an understanding of equivalence or balance of sets using objects, models, diagrams, numbers whole number relationships (operations) and the equals sign, e.g., 2 + 3 = 5 is the same as 5 = 2 + 3 and the same as 4 + 1 = 5. (includes Today’s Number and Quick Images)  **CC.2.OA.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.  2.2.11.    Skip count by twos, fives, tens and hundreds to 1,000 and beyond. (includes How Many Pockets?)  **CC.2.NBT.2** Count within 1000; skip-count by 5s, 10s, and 100s.  2.2.14.    Solve problems using addition and subtraction facts involving sums and differences to 20 with flexibility and fluency (includes Today’s Number and Quick Images  **CC.2.OA.2** Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers.  3.1.1.    Identify, describe and draw polygons (triangles, quadrilaterals including trapezoids and rhombuses, pentagons and hexagons), solids, and other familiar two- and three- dimensional objects in the environment.(includes Quick Images)  **CC.2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)  3.1.2.    Compare and sort familiar polygons, solids, and other two- and three- dimensional objects in the environment.  **CC.2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)  **TMM Only**  1.1.2.    Recognize, extend, and create repeating, growing, number; e.g., skip counting, odd/even, counting on by 10; and one and two attribute patterns. Describe the pattern and the rule used to make it.(CR How Many Pockets)  CT.2.1.1.2 Recognize, extend, and create repeating, growing, number; e.g., skip counting, odd/even, counting on by 10; and one and two attribute patterns. Describe the pattern and the rule used to make it.  3.3.6.    Solve problems involving telling time, including estimating and measuring the length of time needed to complete a task, to the half-hour using analog and digital clocks. (How Many Pockets/What Time is it?)  **CC.2.MD.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.  4.1.1.    Pose questions that can be used to guide data collection, organization and representation. .(CR How Many Pockets)  **CC.2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.  4.1.2. Collect and systematically organize and represent the data that answer the questions using lists, charts and tables, tallies, glyphs (coded pictures), picture graphs and bar graphs. .(CR How Many Pockets)  **CC.2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.  **CC.2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (See Glossary, Table 1 – *Common Core State Standards for Mathematics*.)  4.2.3.    Describe data that have been organized and make comparisons using terms such as largest, smallest, most often or least often  **CC.2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.  **CC.2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (See Glossary, Table 1 – *Common Core State Standards for Mathematics*.)    4.2.4. Determine patterns and make predictions from data displayed in tables and graphs **.**.(CR How Many Pockets)  **CC.2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.  **CC.2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (See Glossary, Table 1 – *Common Core State Standards for Mathematics*.) |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS**  1.2.6. Model real-life situations that represent the addition and subtraction of whole numbers with objects, pictures, symbols and open sentences. (includes Quick Images)  3.1.3. Construct polygons, solids and other two- and three-dimensional objects using a variety of materials and create two-dimensional shapes and designs with one or more lines of reflective symmetry (lines that divide the shape or design into two congruent parts).  3.2.4.Investigate and predict the result of putting together and taking apart two- and three-dimensional shapes in the environment, e.g. use objects to find other shapes that can be made from three triangles or a rectangle and a triangle.  4.3.5.    Describe and explain the likelihood of the occurrence of various events. State possibilities, make predictions and te.(CR How Many Pockets) |
| **CCSS but not GLE’s** |